

Differentiating curriculum for Gifted Students, (Berger)

Reading 1 | REFLECTION SHEET

Rationale

Every G+T students needs to be taught a curriculum that's been modified to meet their needs, interests, abilities and characteristics.

Content

Content can be modified through acceleration, compacting, variety, reorganisation, flexible pacing and more complex concepts and materials.

Often needs to be thematic + broad based.

Product

Product needs to reflect students knowledge and manipulation of what's been learnt. However, this should be reflective of child's learning style and address real problems, concerns and audiences.

Management strategies

Principles

7 principles of curriculum modification: 1) include complex study of ideas 2) allow for development of thinking skills 3) enable exploration 4) Encourage appropriate + specialised resources 5) Promote self-initiated learning 6) development of self understanding 7) Evaluations conducted

Process

Activities must be intellectually demanding with the goal being to think about subjects in more abstract and complex ways. Often this can be given through higher order thinking skills and open ended questions.

Learning environment

Non judgemental environments encouraging enquiry and independence. Needs to connect school to world experience. Need to be encouraged to question and use their creativity.

Differentiation for Gifted and Talented students: Principles and Practices (Riley)

Reading 2 | REFLECTION SHEET

Rationale

To acknowledge and cater for individual differences. Need to know each student. For the G+T student the regular curriculum may not fit - need to seek a better fit or different design, size, style i.e. differentiate.

Content

Can be differentiated through abstractness, complexity, variation, organised around concepts, study of gifted and study of methods of inquiry.

Product

Can be differentiated through variety, self selected, appropriately evaluated, results of real problem, addressed to real audience and represents transformation of knowledge via originality.

Management strategies

Planning and leading effective differentiation for G+T students needs teachers to build on past achievements, provide opportunities for success + remove barriers to learning. i.e. allow for child to reach their potential.

Principles

Principles of differentiation should include complexity, choice, higher order thinking, independence, depth and breadth, challenge, integration of curriculum areas, evaluation, novelty, self understanding, diversity, acceleration, advanced content.

Process

Can be differentiated through discovery, open-endedness, metacognition, higher level thinking processes, choice, group interaction, pacing and variety.

Learning environment

Reflect individual needs, and allow for flexibility, and be student-centered.

Differentiating instruction for advanced learners in the mixed ability middle-school classroom (Tomlinson)

Reading 3 | REFLECTION SHEET

Rationale

Within a classroom not only is there a varying degree of ability in different subject areas, there are also different interests, learning styles and learning profiles that rapidly change and therefore differentiated instruction allows for meeting academic diversity.

Content

Varied learning options are given through concept based + principle driven instruction which allows students to explore content through a variety of approaches.

Product

Product is constantly assessed to allow for additional instruction / guidance when needed and independent extension when ready.

Management strategies

Include: use of multiple texts, computer programs, interest centers, learning contracts, compacting, tiered sense making activities + product, lessons + products designed with multiple intelligence orientation, independent learning contracts, complex instruction, group investigation, product criteria jointly produced by student + teacher.

Principles

- (1) Allows for a variety of ways for students to explore curriculum content.
- (2) A variety of sense-making activities for students to understand and 'own' information + ideas.
- (3) Options for students to demonstrate new learning.

Process

Flexible grouping is used to combine readiness, interest + learning style.

Students are active explorers and the teacher as a facilitator.

Learning environment

Allows for flexibility in what they learn and how they learn / what they produce. Allows for their different paces of learning.

Acceleration: An expanded vision (Mackenzie-Sykes)

Reading 4 | REFLECTION SHEET

Rationale

The pacing of educational programs must respond to a child's needs - their knowledge + competencies.
Has the potential to enhance creativity, outstanding achievement and higher order thinking skills.

Content

- Can be moved through at an accelerated rate
- Content already known to child can be missed + move onto new, more challenging material.

Product

Management strategies

Needs to be managed effectively e.g. given a teacher who supports acceleration; allowances made for child to mix socially with new peer gp, child's advancement should occur at natural transition points, trials (6 wks) should be arranged

Principles

Acceleration refers to the rapid rate of a child's cognitive development, and is provision of an appropriate curriculum and services at a level commensurate of gifted child's demonstrated readiness and need.

Process

Needs to be completed by teachers who see benefit of acceleration.

Learning environment

School needs to have an acceleration policy that's clear for students/teachers/parents.
Classroom + class teacher need to be accepting of a child who's been accelerated.

The author raises concerns some educators and community members have about the social and emotional issues associated with acceleration. What might these issues be?

Often G+T students seek older mature friends.

There's a threat to the social + emotional development of a student if they are admitted early to a school yr. Many teachers + practitioners continue to share these concerns.